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ABSTRACT

The model, structure, program, and impacts of the Newton (Massachusetts) Community Schools are described as exemplary of community education service delivery. The Newton Community Schools have two components: education of the whole community and the involvement of citizens in program and policy decision-making. Section 1 of the report provides a brief description of the history and demography of Newton. Section 2 describes the model and structure of the Newton Community Schools, which includes the school commission, city-wide council, coordinators, local committees, and the central office. Considerations for the structural design of a community school are also provided. Section 3 describes the school program in terms of local decision making, services offered, program facilities, membership and registration, program personnel, and intra-agency cooperation and collaboration. In section 4, the programmatic and fiscal impacts of the program are assessed as representing an outstanding cost-efficient delivery system for services that otherwise might be eliminated in the future. The report concludes that the Newton Community Schools represent a comprehensive network that responds to neighborhood, family, and individual needs and empowers local leadership. Appendices include the city ordinance creating the schools, a list of services offered, and a training sheet on public speaking. (KC)

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# Community Education Proven Practices II

Programmatic and Fiscal Impact

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**Maximizing the Impact of Community Education Programs and Practices: The Newton Community Schools Model**

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Federally Funded Local Community Education Projects

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**U.S. Department of Education**
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## TABLE OF CONTENTS

Foreword
Listing of Proven Practices II Series
Introduction
Acknowledgements
I. Newton: A Short Description
II. Newton Community Schools: The Model and the Structure
  A. Background of Community Schools
  B. History of Newton Community Schools
  C. Newton Community Schools: The Structure
  D. Dynamics to Consider
III. Newton Community Schools: The Program
  A. Local Decision-Making
  B. Services Offered
  C. Program Facilities
  D. Membership and Registration
  E. Program Personnel
  F. Interagency Collaboration and Cooperation
IV. Newton Community Schools: The Process, Program and Fiscal Impacts
  A. Introduction
  B. Impact of the Process
  C. Programmatic Impact
  D. Fiscal Impact
    1. Financial Sources and Budget Process
    2. Direct Fiscal Impact
    3. Indirect Fiscal Impact
V. Summary
VI. Appendix

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## Foreword

The Community Schools and Comprehensive Community Education Act of 1978 provides grants to local educational agencies (LEA) for the purpose of furthering the concept of community education nationally. The intent of this legislation is carried out by awarding grants to outstanding projects with unique or innovative community education aspects. Our hope is that these effective practices and processes will be copied in communities wishing to start or strengthen a similar aspect.

During the last two years, a primary goal of the Community Education Program has been to make quality materials available to those individuals and organizations interested in developing community education. The Program has not only produced packages about community education, but through an intensive dissemination strategy, has informed the public about the products.

One important part of the Program's strategy has been to put the information gathered into the hands of those interested. The Program has identified and supported State department of education and local educational agency projects that propose to develop community education areas or practices that might be copied by other projects across the nation. The Community Education Program allocates many resources and personnel to assure the best results from the grantees. When strong projects emerge, we attempt to make as many people as possible aware of those exemplary programs. We feel that making these findings from outstanding programs available is as critical as the production of quality educational materials.

The Program staff believes this strategy will result in greater use of quality community education practices. This strategy will provide opportunities to test and fit innovative practices into a particular situation, and establish community education as a part of other on-going programs.

Previously, the Program assisted eleven projects to develop materials, create national awareness, and assist others to adapt and/or adopt. This year, 1980–81, twenty-five additional projects have been targeted to develop more materials.

In order to aid grantees to implement this mission of furthering community education, provisions were made for each grantee in 1980–81 to develop a publication. This series of publications is entitled Community Education — Proven Practices II. Each publication deals with a specific aspect of a community education program. The documentation provides, in detail, the community education process used to implement the subject area. These publications are designed to assist in the adaptation of the topic area by another community.

All local community education projects funded contain the required minimum elements as part of their community education program. In addition, all projects funded meet the criteria as published in the regulations governing the Community Schools and Comprehensive Community Education Act of 1978. Therefore, the topic area being documented by each project in the Proven Practices II is just one of the required community education aspects contained within the project. The subject of each publication has been identified as the unusual component of the total community education program.

Many of the publications in this series address traditional community education elements such as citizen participation and interagency cooperation and coordination. However, other publications address the total community education process and its use in providing needed community services which impact on many communities today.

These publications include such subjects as child abuse, programs for dropouts and use of excess school space. Each of them shows how the basic ideas of the community education process are used to positively affect these troubled areas.

An attempt has been made to make the series as easy to read as possible for those interested in copying the subject area in their own community. Each booklet describes the administrative design, and the community education process used to implement the topic area. Problems, defeats, and outcomes reached are addressed. Each one should be complete within itself.

A good understanding of the publication is recommended in order to duplicate the subject area. Should you have questions concerning the information presented, you should not hesitate to contact the project director for further information and clarification.

State departments of education are equipped to help anyone wishing to use the booklets of this series locally. Personnel at the Centers for Community Education are also available to provide help.

A list of booklets developed in the Community Education — Proven Practices II series starts on the following pages. The publications may be obtained by writing to the address shown below.

We are continuing to provide support to LEA grantees in the future for this type or similar activity. Therefore, we would appreciate your comments and suggestions regarding these publications. I hope that they are helpful to you in your efforts. I wish you the best of luck in your community education endeavors.

Ron Castaldi
Director
Community Education Program
U.S. Department of Education
Regional Office Building, Room 5622
7th and D. Streets S.W.
Washington, D.C. 20202

# Community Education Proven Practices

## FEDERALLY FUNDED LOCAL COMMUNITY EDUCATION PROJECTS

ADDRESSING THE NEEDS OF ADOLESCENTS — Ossining Union Free School District, Ossining, New York

ADMINISTRATIVE PROCESS FOR URBAN COMMUNITIES — Community School District #3, New York City Board of Education, New York, New York

ALTERNATIVES TO SUSPENSIONS, EXPULSIONS AND DROP-OUTS — Brooks County Board of Education, Quitman, Georgia

A PROCESS FOR THE URBAN COMMUNITY — Community School District #4, New York City Board of Education, New York, New York

BUILDING COMMUNICATIONS NETWORKS — Community Relations, Salem Public Schools, Salem, Oregon

DEVELOPING A COLLABORATIVE NETWORK — Stamford Board of Education, Stamford, Connecticut

FOR PARENTS AND KIDS SAKE (PREVENTION OF CHILD ABUSE AND NEGLECT PROGRAM) — Poway Unified School District, Poway, California

FUNCTIONS OF A COUNTY-WIDE COUNCIL — Comal Independent School District, New Braunfels, Texas

INVOLVING THE NONENGLISH SPEAKING COMMUNITY — Community School District #2, New York City Board of Education, New York, New York

LEADERSHIP ROLE FOR TEENS — Elmira City School District Board of Education, Elmira, New York

LOCAL COMMUNICATIONS SYSTEM — Madison Local School District, Madison, Ohio

LOW INCOME CITIZEN INVOLVEMENT — Weld County School District, Ft. Lupton, Colorado

OLDER ADULTS IN THE SCHOOLS — Cajon Valley Union School District, El Cajon, California

PARENTS AS PARTNERS IN EDUCATION — Pike County Board of Education, Troy, Alabama

POOLING RESOURCES (AGENCIES WORKING TOGETHER) — Gloucester City Department of Community Education, Gloucester, Virginia

PROGRAMMATIC AND FISCAL IMPACT — Newton Community Schools, Newton Centre, Massachusetts

PROVING PARTNERSHIPS PAY (COST EFFECTIVENESS) — Gloucester City Department of Community Education, Gloucester, Virginia

PUBLIC AND PRIVATE SCHOOLS WORKING TOGETHER — Freeman Public School, Freeman, South Dakota

PUBLIC RELATIONS STRATEGIES FOR RURAL COMMUNITIES — Alamogordo Public School, Alamogordo, New Mexico

RURAL/HISPANIC COMMUNITY — Chama Valley Independent School #19, Tierra Amarilla, New Mexico

SERVICES TO DISPLACED HOMEMAKERS — Austin Independent School District, Austin, Texas

STRUCTURE FOR COOPERATIVE EFFORTS — Richland County School District #2, Columbia, South Carolina

TEAM LEADERSHIP DEVELOPMENT — Tucson Unified School District #1, Tucson, Arizona

UNDERREPRESENTED GROUPS IN RURAL SETTING — Charles City County Public School System, Charles City, Virginia

USE OF EXCESS SCHOOL SPACE — Upper Arlington Board of Education, Upper Arlington, Ohio

## Introduction

Educational and social service providers throughout the country are faced with the challenge of responding to constituent needs effectively and within clear financial constraints. Newton Community Schools represents one particular model of community education that has succeeded in fulfilling this challenge. *Programmatic and Fiscal Impact* describes the components and procedures that have been incorporated by Newton Community Schools in its effort to ensure a sound community education program.

In the last four years, Newton Community Schools has been recognized as an exemplary model of community education service delivery. The United States Conference of Mayors, the National Alliance for Volunteerism, and the National Municipal League have all cited Newton Community Schools' commitment to citizen participation and effective service delivery. Further, the Journal of Alternative Human Services cited Newton Community Schools as one of four exemplary models of inter-agency collaboration while the National Community Education Association commended Newton Community Schools for its extensive services for women. The purpose of this manual is to highlight and analyze the significant components of our success in the hope that it will be of assistance to other communities.

In Newton, community education has two primary components: (1) education for the whole community and (2) the involvement of citizens in program and policy decision-making. Educational services for the community are developed by twenty local community schools councils. Education in this context includes providing a wide diversity of learning activities. These activities include after-school programs for the school-age population, vocational training and re-training for adults, special education programs, pre-school activities, day-care, and senior citizen services. Last year alone, Newton Community Schools offered over 1,300 activities with 14,000 participants. For citizens of all ages, community education in Newton is an effective vehicle for the provision of services that are accessible, responsive, and critically needed.

The direct involvement of citizens in program and policy decision-making is the most significant component of community education in Newton. This grassroots participation in both practice and design distinguishes community education from other service programming. It is seen as implicit that through Community Schools, Newton residents (1) assess community needs at neighborhood and city-wide levels, (2) organize programming, (3) monitor and evaluate services, (4) advocate for citizen-determined priorities, and (5) manage jointly with professionals the operation of the community education service structure. Community education also exists to enable citizens to examine available community resources, consider new service options and alternatives, and facilitate the generation of new resources and programming. Under the umbrella of community education, many individuals, interest groups, and constituencies come together to develop collaborative programming and improve the quality of neighborhood living.

This brochure accentuates the areas of programmatic, fiscal, and process impact. Reference will also be made to the environment, the City of Newton, and the history of Newton Community Schools, the Municipal-School Department model as it affects the Newton Community Schools program, and the implications of the present Newton Community Schools model. The extensive nature of Newton Community Schools' citizen participation has created effects that have broadened the program's effect beyond just the provision of commu-

nity education programming. As will be demonstrated, Newton Community Schools program influences many areas of city and neighborhood living.

As part of the Newton Community Schools commitment to citizen involvement, many individuals have offered their expertise and knowledge to the design and content of this manual. Newton Community Schools staff, school department and city officials have also contributed to the production of this brochure. A comprehensive survey of community leadership, participants, and instructors assisted in the production of the sections on programmatic and process impact. A sample of over two hundred individuals was involved in the survey. An extensive evaluation was conducted of the financial status of the Newton Community Schools program, with emphasis to changes in revenues and expenses, use of the "challenge grant" concept for funding the local Committees, resulting return on investments, as well as the indirect non-monetary impact of the Newton Community Schools program. Interviews were also conducted and a comprehensive survey of written material, evaluations, grants, and census data contribute to the production of this brochure.

Clearly, the greatest resources available to Newton Community Schools are the skills, energy and commitment invested by Newton Community Schools volunteers. It is the hope of Newton Community Schools that a reporting of both the process and operations of this program will inspire others to move in similar directions.

## Acknowledgement

The project staff gratefully acknowledges the support and assistance of the thousands of Newton residents, service personnel and public officials, who have contributed to the far-reaching success of the Newton Community Schools. Particularly, we recognize the on-going assistance provided by all local municipal officials including, Mayor Theodore D. Mann, the Newton Board of Aldermen, and the Newton School Committee. We further acknowledge the support of the Newton School Department, particularly Superintendent Aaron Fink, the central administration, and local school principals.

Most importantly, however, we consider this manual to be a tribute to the commitment and expertise of the hundreds of Newton Community Schools volunteers — Committee Members, Coordinators, and Commissioners — who are the heart of this community education program. This book is dedicated to them and to volunteers everywhere who are willing to give of themselves to improve the quality of their community.

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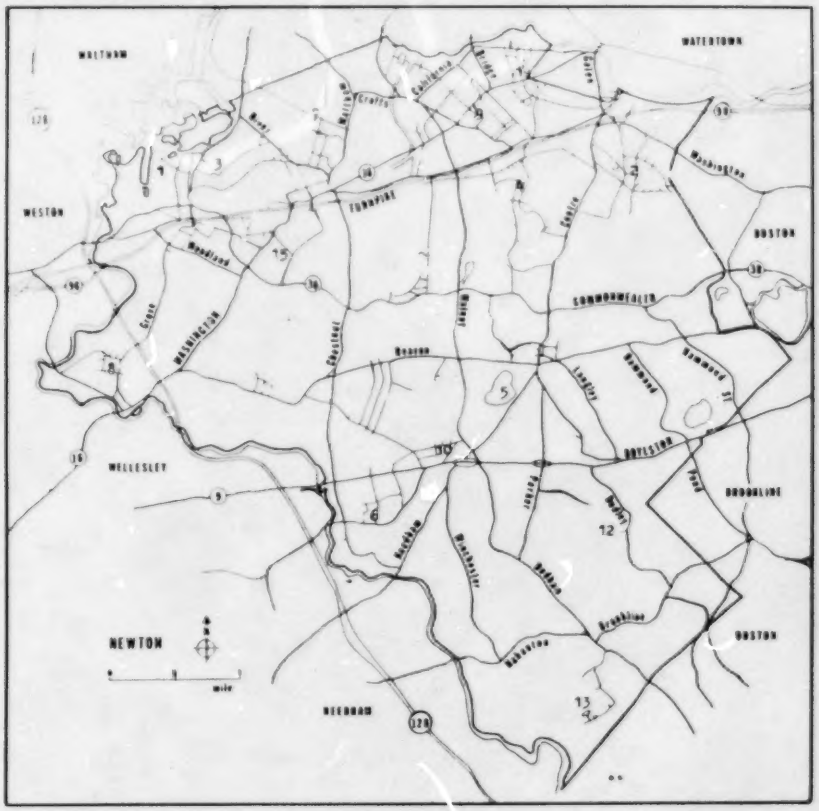



## I. Newton: A Short Description

The city of Newton is a populous inner suburb located approximately eight miles from downtown Boston. Bordered on three sides by the Charles River, Newton's eastern boundary lies next to Brookline, Brighton, and West Roxbury. Route 128, Boston's suburban beltway, crosses the western perimeter of Newton and intersects with the Massachusetts Turnpike Extension, which extends through the city's northern neighborhoods. Another large arterial highway, Route 9, cuts across the southern section of the city.

Developed essentially in the late 19th and early 20th centuries, Newton is an attractive area of single-family homes, rolling hills, parkland, and narrow residential streets. Its thirteen villages, with localized shopping areas and individual social and physical attributes, give the city a much more diverse character than most suburbs. Both the location and village concept impact Newton's lifestyle, desirability, and municipal service system. The villages reflect a much earlier settlement pattern, when the city consisted of several small, decentralized farming and manufacturing communities.

The educational history of Newton is both positive and unique. Fuller Academy, located in West Newton, was erected in 1830 and became the site of Horace Mann's experimental teacher training school. Horace Mann's move to West Newton Hill coincides with the appearance of Boston's intellectual community in Newton.

Today 49% of Newton's residents are professionals and another 20% are involved as craftspeople and managers. Newton maintains a population of over 85,000 people and contains over 26,000 households. The median age is thirty-three, and 13.4% of the population is 65 years or older. Female heads of families make up 14% of all households, a 2.3% increase since 1976. Large households have decreased 4.7% over the same time period. Fifteen percent of Newton's population moved into or within the city between 1976 and 1980.

*Newton, Massachusetts: Population and Opinion Profile 1976 to 1980 Trends*, that provided population statistics, also provides data on Newton residents' perceptions of the municipal facilities, educational programs, and services. Of twenty-three selected categories, with residents responding "good", "fair" or "poor", eighteen categories showed a response of 60% and above responding "good" to the quality of services. More specifically, Elementary Education received a response of 70% "good", Secondary Education 62% "good", Adult Education 75% "good", Senior Adult Programming 72% "good", and Social Services 68% "good". Figure #2 shows the twenty-three selected categories and the tabulated responses. Although Newton Community Schools was not specifically included in the Opinion Profile 1976 to 1980, the program is represented in many of the categories of the survey presented. Adult education, youth recreation, adult recreation, senior adult programs, and social services are all recognized components of Newton's community school effort.

| Category: | GOOD | FAIR | POOR |
|---|---|---|---|
| Law Enforcement | 79 | 19 | 2 |
| Fire Protection | 95 | 5 | <1 |
| Street Lighting | 60 | 33 | 7 |
| Preservation of Open Space | 51 | 35 | 14 |
| Pedestrian Walk | 43 | 44 | 13 |
| Public Health Service | 71 | 24 | 5 |
| Trash Collection | 76 | 19 | 5 |
| Fire Prevention | 83 | 15 | 2 |
| Ambulance Services | 89 | 9 | 2 |
| Elementary Education | 70 | 23 | 6 |
| Secondary Education | 62 | 29 | 8 |
| Adult Education | 75 | 22 | 3 |
| Library Facilities | 63 | 25 | 12 |
| Youth Recreation | 66 | 27 | 7 |
| Adult Recreation | 67 | 28 | 5 |
| Senior Adult Programs | 72 | 23 | 5 |
| Neighborhood Improvement | 47 | 39 | 12 |
| Housing Rehabilitation | 37 | 45 | 18 |
| Social Health | 62 | 30 | 8 |
| Social Services | 68 | 27 | 5 |
| Indoor Recreation Facilities | 56 | 32 | 12 |
| Ourdoor Recreation Facilities | 65 | 29 | 6 |
| Park Facilities | 62 | 32 | 6 |

The median family income in Newton for 1970 (United States Census Bureau 1970) was $15,381 with the median for families across the state of Massachusetts being $10,835. Newton's population, while being predominantly Caucasian, represents the diversity of Greater Boston's racial and cultural composition.

Newton's political structure incorporates a non-partisan mayor elected every four years by a general election. The Board of Aldermen maintains

twenty-four members, eight elected from the eight city wards, and sixteen elected at large. The Board of Aldermen are elected every two years and select a president from within their membership. The School Committee is composed of eight ward representatives elected every two years with the Mayor serving as an ex-officio member of that committee.

In 1976 and 1977 Newton was cited as an All-America City, and has consistently received an AAA bond rating from Moody's. In 1978, an award for the Development and Support of Volunteer Programs was created by the United States Alliance for Volunteerism and the United States Conference of Mayors. In four years Newton has received the award three times. Newton Community Schools has played a major role in the recognition of Newton's outstanding concept of service provision.

## II. Newton Community Schools: The Model and the Structure

### A. The Background of Community Schools

An excellent definition of the community school concept can be found in the Newton ordinance establishing the program:

> "The community school programs shall be designed to transform the traditional role of the neighborhood school into that of a total community center for people of all ages and backgrounds operating extensively throughout the year. These programs are intended to coordinate community efforts to provide educational, recreational, and a variety of other community and social services to residents of all age groups in the community." (appendix I)

At the turn of the century the term "community schools" signified a special effort to serve the total needs of urban neighborhoods: for instance, the Washington Community School in Lynn, Massachusetts, received that name in 1915 when it was built as a center for educational and social services to the surrounding immigrant population. After a period when educational professionals have tended to regard school facilities as their territory, mostly off limits to the general community, the terms "community school" and "community education" now express a recognition that:

- maximum utilization is necessary to fulfill community investment in public facilities,
- partnership between the schools and the community is healthy for both education and community life.

Organizational structure and strategies for the development of community schools programs vary greatly according to local circumstances. Programs may center in elementary or secondary schools: under the sponsorship of School Departments, the Mayor or City Manager's Office, or in other agencies; with varying degrees of responsibility vested in Citizen Councils. Four basic models exemplify the possible models a community school program may be part of:

(1) *School-Based Model:* In this case, the community school is a department of the local school system. Core funding comes from the School Department budget and the community school is ultimately responsible to the School Board acting through the Superintendent of Schools.

(2) *Municipal Model:* In this case, the community school is a city/town department. Core funding is drawn from the town or city budget and the community school is ultimately responsible to the Mayor or Town Manager.

(3) *School/Municipal Model:* In this case, the community school is a semi-independent agency with core funding provided jointly from the School Department and city/town budgets. Usually the community school is responsible to a commission consisting of representatives from both funding sources.

(4) *Private Non-Profit Model:* In this case, the community school is an independent organization. It is incorporated and tax-exempt. Its funding comes from grants, fees, and contributions. The corporation is responsible to its Board of Directors and must report annually to the Internal Revenue Service.

Newton Community Schools is designed as a School/Municipal model. This manual addresses the impact of this particular model as implemented and practiced in Newton. The particular model that a community school program selects must be responsive to the needs of the neighborhood, availability of

resources (fiscal, special and volunteer), and the level of citizen-input desired. Within the School/Municipal model Newton Community Schools represents a grassroots organization demonstrated by decision-making and policy determination occurring through volunteer, neighborhood-based committees.

## B. History of Newton Community Schools

The Newton model is in some respects unique in Massachusetts and perhaps the country. Newton Community Schools is based on a partnership between the City and the School Department, with Newton Community Schools functioning as a conduit for cooperative program planning and the sharing of resources. Newton Community Schools evolved from very modest beginnings in the Emerson and Lincoln-Eliot school districts in 1967 and 1968. The School Department provided the initial incentive with the hope that the City would receive Title I and Title III ESEA funding. Under the leadership of a community volunteer and a school principal, a small volunteer program was developed at the Emerson School. In 1971–72, a city/school partnership for city-wide development of community schools began.

The Community Relations Committee of the Board of Aldermen appointed a subcommittee, with volunteer support, to study Community Schools. The School Department then designated a staff member to coordinate Community School activities within its department. This partnership between the City and the School Department flourished. The School Committee allocated $10,000 for the 1972–73 fiscal year and did so again in 1973–74. The School Department also provided bookkeeping and other support services; the Community Relations Committee organized and supervised a Council of Volunteer Coordinators from the fifteen local programs that developed in response to the funding. In 1973–74 the City also appropriated five thousand dollars to Community Schools to help with programming costs.

In early 1972 the Community Relations Committee's subcommittee on Community Schools sponsored a breakfast meeting of prominent city leaders, elected and non-elected, to discuss the future of community schools in Newton. This began a process that culminated in the enactment of the present Community Schools Ordinance in December 1973 (Appendix I). When Newton Community Schools was formally established in 1973 the School Department maintained fiscal autonomy from the City. Newton Community Schools, by design, was intended to bridge school and municipal operations and to also exist as a forum for cooperative planning.

Today, Massachusetts is faced with the implementation of Proposition 2½. Enacted in November of 1980, this tax-cutting measure limits property and excise taxes, and eliminates the official fiscal autonomy of the School Department. In spite of the change, Newton Community Schools continues to exist as a facilitator for joint program development.

## C. Newton Community Schools: The Structure

The organizational structure of many organizations, especially a community service agency such as a community school, is a major factor in determining the organization's ability to fulfill its goals. The design of the organization must be carefully considered in determining the level of citizen input desired, professional staff that are needed and can be afforded, the degree of organizational autonomy desired, and the size and composition of the constituency. The structure can either reinforce or limit the organization's ability to achieve the program's overall objectives. Organizational flexibility, especially for those

involved in community education, is critical to the program's success. As such, structure and organizational design will assist in bringing resources to bear on constantly changing community needs.

The design of the Newton Community Schools program demonstrates a pro-active commitment to citizen participation and cooperative social service planning. This is represented in the selection of the School/Municipal models, with Newton Community Schools functioning as a conduit for positive cooperative planning and communication. Newton Community Schools incorporates a grassroots design, with the greatest amount of community leadership functioning on the twenty local Community School Committees. These Committees, led by volunteer Coordinators maintain significant amounts of managerial and planning responsibility. To ensure maximum citizen impact, the Newton Community Schools program has expanded its training capacities for developing quality, skilled leadership. This rejuvenates the Newton Community Schools program while providing the trained "people power" that is the foundation of Newton's community education effort. Citizen involvement, neighborhood-based decision-making, and collaboration between programs are the thread that consistently run through the design of Newton Community Schools.

Newton Community Schools' Central Office Staff are selected on the basis of experience and attitudes that parallel the grassroots structure, and are capable of reinforcing the inherent dynamics of a citizen-managed organization. Because a community school program must be designed to achieve the overall goals of the community, Newton Community Schools' staff members are selected also on their ability to function as facilitators and reinforcing agents to the grassroots organizing process. Clearly, involvement exists in a consistent and meaningful sense when the total structure and resources of an organization are mobilized to ensure that citizen participation remains the major organizational goal. Concurrently, the Newton Community Schools program is mobilized around the following goals:

(1) To provide the opportunity for people in the same neighborhood to develop meaningful programmatic responses to the needs and interests of their community.

(2) To provide an institutional forum for the building of a sense of a community.

(3) To transform neighborhood schools into dynamic community centers.

(4) To provide the highest quality cultural, educational, and recreational programs at modest prices.

(5) To develop a leadership base among neighborhood people, providing the opportunity to determine local needs, develop skills and to provide the overall Newton community with sophisticated leadership.

Four groups are involved with the design, decision-making, and implementation of the Newton Community Schools program: (1) Local Community School Committees as organized by the volunteer coordinator, (2) Community Schools City-Wide Council, (3) Community Schools Commission, and (4) the Community Schools Central Office. There is a fifth partner in the Newton Community Schools network, the Community Education Coalition. The Coalition is a private non-profit organization, managed by the Central Office and the Newton Community Schools Commission, that exists in the effort to leverage funds not generally available to a municipality directly. As shown in figure #3, Newton residents invest over 80,000 volunteer hours in the various components of the Newton Community Schools structure.

# STRUCTURE OF NEWTON COMMUNITY SCHOOLS

**By the Community, For the Community**

## NEWTON COMMUNITY SCHOOLS COMMISSION

Appointees of the Mayor, Board of Aldermen, School Committee, Community Schools City-Wide Council, Superintendent of Schools, Recreation Commission and the Human Services Director

Develops and establishes general policy for Community Schools
Oversees Community Schools operations

## COMMUNITY SCHOOLS CITY-WIDE COUNCIL

1 Delegate from each local Community School
(FY 80 – 22 Delegates)

Establishes policy recommendations relative to Community Education in Newton
Provides forum for addressing issues of common concern

## NEWTON COMMUNITY SCHOOLS CENTRAL OFFICE

Internally Funded: 1 Executive Director
1 Principal Clerk

Externally Supported: 2 Staff Positions

Provides comprehensive supervision, coordination, technical assistance and training for the entire Community Schools network
Coordinates the administrative operation for all Community Schools
Develops comprehensive outreach and interagency collaboration

## NEWTON COMMUNITY SCHOOLS COORDINATORS

1+ Coordinator for each local Community School
(FY 81 – 35 Coordinators for 20 Community Schools)

Oversees, manages and coordinates local Community School programming
Organizes and directs local Community School Committee
Serves as local liaison with school administration and service agencies

## LOCAL COMMUNITY SCHOOLS COMMITTEES

Community Schools Coordinators plus 450+ local committee members

Assesses local program needs
Solicits and identifies neighborhood resources
Plans, implements and evaluates local programming

The *Local Community School Committee* is responsible, with the support and leadership of the Volunteer Coordinator(s), for all aspects of its local community school program including the design and implementation of activities, budgeting, selection of program leaders, publicity, registration, administration and evaluation. Each local committee, whose membership may range from five to fifty-five, elects one or two Coordinators to supervise and organize the Committee's efforts. Each Committee also develops a broad base of support by asking members of the school board, clergy, directors of neighborhood civic groups, representatives of social groups, parents and others to participate in the committee process. The Committees then deal with the following questions:

— What do we want our Community School to do?
— How will our Committee be structured?
— How do we involve other citizens?
— What resources do we need to function effectively?

It is critically important that the Committee's reasons for organizing be articulated specifically. Many Community School Committees find the following questions helpful: In what directions do we want to move? Is our purpose to provide supplemental after-school programs for school-age children? Do we want to focus on teens? Is our purpose to offer a variety of educational and cultural activities to specific target groups within the neighborhood? Is there a pressing need for services to special needs children and adults? Or do we want to offer comprehensive programs of cultural, social, educational, and recreational activities for the entire neighborhood?

While each group defines its programmatic objectives, it must also determine the structure that will best achieve the Committee's goals. Each of the twenty local community schools that constitute the Newton Community Schools network selects a style and format for decision-making ranging from formal process styles to very informal brainstorming techniques. Whatever the choice of the local Committee, care should be taken to: (1) provide an atmosphere that is conducive to people speaking up and being heard, (2) involve experienced people while encouraging full and active participation from previously uninvolved community members, (3) enable information gathering and effective use of information, and (4) foster individual feelings of ownership within the Committee for the program.

Each Committee Coordinator is entitled to receive an annual honorarium of three hundred dollars. If a Committee elects dual coordinators the honorarium is split evenly. Besides the honorarium, each Committee receives a small "challenge grant." This provides the necessary financial base to develop programs and generate additional service revenues. A member of the Newton Community Schools Central Office staff is delegated to act as the professional resource person to each local Committee and maintain an ongoing relationship with them.

The Coordinators from each of the local Committees, or another Committee representative, serve as delegates to the *Community Schools City-Wide Council*. The Council acts as an advisory body to the Newton Community Schools Commission on matters pertaining to program development, budgeting concerns and advocacy. The Council is also the forum for group training for the Coordinators and other volunteers. As the Coordinators have developed more organizing and management skills, the Council has historically been delegated more responsibility from the Newton Community Schools Commission (see below). The Council, a formally organized body with an internally elected

chairperson(s) meets monthly and elects a delegate to serve on the Commission. Each delegate to the Council serves for a fiscal year, although terms of service do last longer.

The *Community Schools Commission* establishes general policy for the Newton Community Schools program and oversees general administrative matters, ranging from the hiring and supervision of the Executive Director to the establishment of policy and budget guidelines. The Commission also advocates for the program and budget on varied levels. The Commission is composed of citizen appointees of the Mayor, Board of Aldermen, School Committee and Community Schools City-Wide Council, and professional personnel from the Superintendent of Schools, Recreation Department, and the Department of Human Services. As mentioned earlier, the Commission has delegated significant responsibilities to the City-Wide Council as the expertise and knowledge of the Council membership has increased. This progressive shift in responsibility is a conscious attempt to maintain the citizen-based nature of the Newton Community Schools program. As a result of increased citizen training the Commission has progressively been able to change its focus from direct management and administration to program support and inter-agency coordination.

The *Newton Community Schools Office* is responsible for the overall coordination of the Newton Community Schools program. This function of overall coordination has always existed and has been refined via the natural growth of the organization. The ability of the Central Office to provide resources and management to the Newton Community Schools' system has been further refined by support from the Massachusetts Department of Education and the United States Department of Education. The Central Office meets the responsibility of coordination by acting as a clearing house for program information and by providing widespread technical assistance and support services to the local community schools. Specifically, this assistance is given in the following ways:

(1) *Training:* The staff provides Coordinators and Committees with a variety of consultations, ranging from technical assistance to facilitating local problem-solving sessions. Typically, each staff person maintains an ongoing association with a portion of the twenty local Newton Community School Committees, as well as fulfilling central responsibilities.

(2) *Resources:* The Central Office maintains a resource file of previous, current, and potential program leaders as well as a listing of area service providers. The resource file is a major tool for local Committees to plan their programs and assess the resources of the community. With the comprehensive resource file, the Office also maintains a library of books, pamphlets, and magazines concerned with community organizing, education and social services. The resource file and library are available to anyone.

(3) *Public Relations:* The Office is the central contact for public information concerning the Community Schools program. The Office answers questions about, and refers people to, specific activities. The Central Office also coordinates publication of the Newton Community Schools Bi-Annual Program Catalogue. Sent to every household in Newton, this catalogue is a compilation of the local Committees' planning efforts and lists approximately 650 courses, programs and special events. Increasingly, the catalogue is being used by other local service providers that desire to reach a wider audience through Newton Community Schools' widely-read brochure. Other publi-

city information for local and regional news media is also coordinated in the Central Office so that Newton Community Schools provides a singular programmatic image while maintaining many planning Committees.

(4) *Administration:* The Central Office acts as a liaison to the City regarding all financial and administrative procedures. The Central Office also assists local Committees in the administraiton and management of their resources.

(5) *Inter-Agency Liaison:* The Central Office also works with Committees as they develop programs with other organizations. The staff's role in this process varies and includes agency referral to appropriate committees, publicity for co-sponsored events, and linkages with other organizations. Because Newton Community Schools is in a unique position to foster this inter-agency communication, it continually collaborates with both municipal and private organizations.

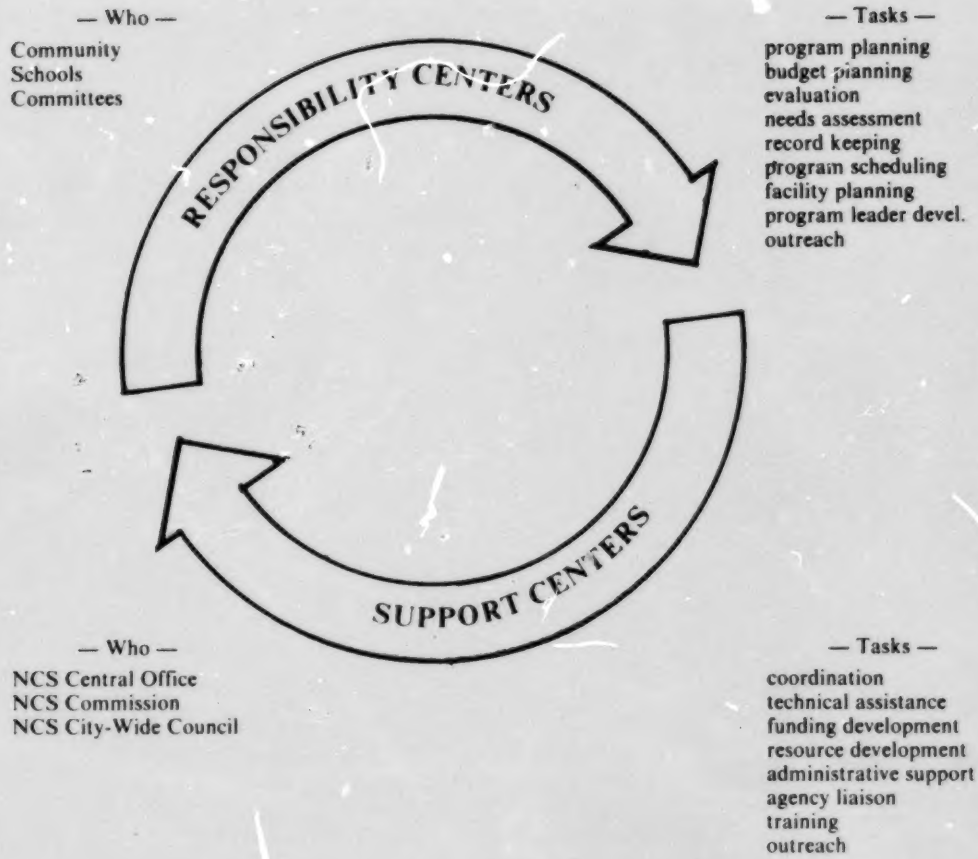
## D. Dynamics to Consider

All organizations have a structural design that is intended to facilitate the achievement of its goals. Many dynamics must be considered during the process of making the decision as to what design best meets these goals. Some of these dynamics include:

- *size, demographics, and city structure:* The manner in which the Community Schools program affiliates with the City and how the program chooses to respond to local neighborhoods will be significant determining factors in the organizational design selected. Also important is the size, composition and interests of the local population.
- *fiscal environment and funding potentials:* Certain funding sources demand reporting mechanisms and citizen participation components that would impact the organizational design.
- *level of professional support:* The amount of operating capital available to the organization will greatly impact the amount of professional support staff available. The organization must balance the structure of the program with the amount of staff available to monitor and provide support services.
- *balance of political involvement desired:* How and why an organization interacts with the local political environment will greatly determine the issues that the organization concerns itself with and the level and quality of resources that it is capable of utilizing. The level of organizational autonomy and flexibility should also be considered in selecting an organizational design.
- *balance of professional-volunteer decision-making and management:* A grassroots organization and a centrally planned program will have distinct goals and resources. The organizational design must respond to the issues of decentralization versus centralized decision-making, desired efficiency in decision-making, and the need on the part of the community to impact local programming.

Newton Community Schools, in a well-planned effort to develop a responsible grassroots community education program, selected a design that (1) placed priority on citizen involvement through local Committees serviced by a small group of highly dedicated professional staff and, (2) would continue to maintain a flexible, semi-autonomous relationship with the City and School Department. The Newton Community Schools design is composed of a series of responsibility centers designed for planning, budget development, day-to-day program design, and evaluation. These responsibility centers, actually the local Community Schools Committees, are serviced by a Support Center, the combination of the Central Office, City-Wide Council, and Commission. The support center exists to provide resources and coordination on an as-needed basis to the responsibility centers. The resources available include: training, initial funding, techni-

cal support, workshops, administrative support, and the activities of the Commission and City-Wide Council.



## III. Newton Community Schools: The Program

### A. Local Decision-Making

Clearly, the local decision-making of the twenty neighborhood Committees is the corner stone of Newton's community education program. These Committees maintain complete responsibility for local services. Each Committee assesses local needs, identifies resources, develops programming and administers services.

The first task in forming an effective Committee is to generate a committed membership. In Newton, the most effective recruitment strategies have been informal. Interested Committee members ask friends, neighbors, and relatives to join the group and offer their assistance. The initial motivation for the majority of Newton's Committee members is personal rather than political or organizational. Residents join Committees most often because their friends belong. Committees reflect their neighborhood character by utilizing all available talents and interests.

As the Committee grows, it develops its own procedural and decision-making style. Smaller Committees might fulfill their assignments over the telephone while larger ones develop intricate networks of sub-groups. Community School Committees are required to meet three times per year but all meet more frequently. Within the Community Schools program, there are as many different organizing styles as there are groups.

Once the Committee has organized, it then fulfills its primary responsibility: service development. Volunteers decide what is going to take place, when, where, with whom, and at what cost. Then, they complete the necessary administrative procedures. The Committees engage in an ongoing process of assessing interests, identifying resources, and developing programs. It is essential that Committees be sensitive to local interests not only philosophically but also practically. If services are not responsive, adequate revenue will not be generated.

In this setting, the roles of the professional community educator are primarily volunteer training, supervision, and support. Newton Community Schools staff provides citizens with leadership development and programmatic insights but have no direct programmatic responsibilities.

### B. Services Offered

Newton Community Schools offers a comprehensive array of programs for all Newton residents. In the 1980–81 program year, over 1,300 different activities were offered by the twenty Community School Committees. Program priorities and directions are determined at the neighborhood level to reflect the concerns and interests of area residents. An overview of community education offerings is included in Appendix II. A brief description of local programs for various age groups follows:

*Pre-School and Toddler* — play groups, infant development training, Moms and Tots groups with parenting seminars, instructional programs and recreational activities.

*Children* — cultural programs, physical education, field trips, cooking, hobby sessions, academic courses, programs for gifted and talented, and respite care services for special needs children.

*Teens* — drop-in centers, child care clinics, vocational seminars and recreational activities.

*Adults* — programs in career adjustment, home economics, family relationships, arts, academics, current events, personal finance,

energy, home repair and physical fitness.

*Senior Adults* — part-time neighborhood drop-in centers determined by seniors themselves, academic seminars, health maintenance clinics, lecture series, crafts and field trips.

Community Schools programs have led to a variety of "spill-over" activities. Car-pools, child care cooperatives, walking groups, and ongoing social/professional networks have all developed through local community education programs.

## C. Program Facilities

Newton Community Schools utilizes more than one hundred facilities per year, including: public elementary and secondary schools, private schools, municipal buildings, churches, homes, and businesses. Almost all of the children's programming occurs after school at the local elementary schools. Adult programming takes place throughout the day, at various locations, and usually in the secondary schools in the evening. The Newton School Department has maintained community access to school facilities which has positively influenced both the Community Schools program and the School Department. Local committees, with the assistance of the Newton Community Schools Center Office, are responsible for facility identification and solicitation. Neighborhood residents know the best resources within their own area and often uncover previously unknown facilities. The following issues are considered during the process of facility selection: space and design, availability, and cost. Newton Community Schools maintains a comprehensive liability insurance policy that covers all its personnel, paid or volunteers, and participants in all facilities, public or private.

## D. Membership and Registration

All residents of Newton are eligible to join Newton Community Schools through an annual membership fee. This fee entitles members to register in any Community Schools program for the duration of the fiscal year. The membership fees are:

$2.00 per individual
$5.00 per family
$ .50 per senior citizen

Each local Committee collects the membership fees and maintains a list of names, addresses and phone numbers of the Community Schools members.

Each local Committee also establishes the program registration fees most appropriate for its programs. Registration money is maintained in the accounts of the local Committees while membership revenues are utilized centrally to offset administrative costs. Registration fees are kept at a modest level. The cost of an eight session activity for children averages $6.00, and $10.00 for adults. Scholarships, fee waivers, and bartering arrangements are actively provided to ensure maximum participation. Each local Committee collects the money, transfers the money to the Central Office, and may appropriate registration income to cover the expenses of both current and future programming needs.

## E. Program Personnel

The selection of program leaders is made after the local Committees have assessed neighborhood needs and designed programs. The program leaders reflect the diversity of the activities that Newton Community Schools offers, ranging from a 14-year old ventriloquist to retired professors. A recent survey of program leaders gives an indication as to (1) the people who assist Newton

Community Schools and, (2) their view of the Newton Community Schools program. 63% of survey respondents were Newton residents, and 43% had completed either graduate school or received college training. 65% of the program leaders believed that Newton Community Schools was very beneficial to them and 95% believed that Newton Community Schools provided them with an effective vehicle for involvement in their community. Program leaders are motivated to become involved in the Newton Community Schools network on many levels. Many people see Newton Community Schools as an opportunity to perform a community service, others develop career skills, and still others begin businesses by offering selected skills to an interested audience. Program leaders are recruited in the following ways:

*Local Committee Networks:* As residents of their neighborhoods, NCS committee members are keenly aware of who's who in their area. Residents know the artists, chefs, hobbyists, educators, and crafts people in the area. By informally recruiting their neighbors, NCS Committee members have created a unique city-wide resource pool.

*Word of Mouth:* Many individuals contact the Office directly to become involved as program leaders. As Newton Community Schools has established a strong and positive reputation, many people seek to become involved in the program. The Office maintains a detailed, categorical resource file consisting of past and potential program leaders.

Program leaders do receive a small stipend, based on a set scale, determined solely by the person's experience within the Newton Community Schools program: $6.00 per instructional hour for the first year of service, $7.00 for the second, $8.00 for the third, and $9.00 per session thereafter. Originally Newton Community Schools program leaders were volunteers, but reimbursement became necessary for adequate service expansion.

## F. Interagency Cooperation and Collaboration

No one is more concerned about the rising costs of educational and social services than citizens. Community Schools' grassroots design enables the program to harness that interest into service cost-efficiencies. A frequent and effective source of cost containment is collaborative services. Local Committees recognize the benefit of collaborative programming and plan accordingly. As a result, Newton Community Schools has cooperated with more than one hundred area agencies including City and School departments, businesses, religious organizations, and private service organizations. Collaborations occur in a variety of formats, including:

— joint planning
— co-sponsored programming
— shared facility use
— shared personnel
— combined communications service
— financial subsidies
— audience development
— service referrals

As noted earlier, agency representation on the Newton Community Schools Commission is required by the City Ordinance that created Community Schools. Representatives of the School Department, Department of Human Services and Recreation Department are active on the Commission and in turn, the Commission provides an ongoing and structured forum for collaboration and resource coordination. While the local Committees are responsible for approving coordinated planning efforts, the Council and Community Schools

Commission reinforce the concept of cooperation and collaboration by both the membership of the groups and the responsibilities delegated to them. Figure #5 highlights the agencies and groups with which Newton Community Schools maintains working relationships. The community components of business, health, service providers, education, and cultural programming are represented.

## INTERAGENCY COLLABORATION
## SOME OF THE GROUPS
## WITH WHOM NEWTON COMMUNITY SCHOOLS WORKS

| BUSINESS | CULTURAL | HEALTH | SERVICE | EDUCATION |
|---|---|---|---|---|
| All Newton Music School | Action for Children's TV | American Cancer Society | Black Citizens of Newton | Boston College |
| Creative Yoga Studios | Children's Museum | American Heart Assoc. | CETA | Boston Community Schools |
| E. F. Hutton Co. | Creative Arts Council | American Red Cross | Council on Aging | Boston University |
| German Overseas Travel Service | Community Music Center of Boston | Beth Israel Hospital | Dept. of Human Services | Campfire Girls |
| Harvard Square Art Center | Historic Neighborhood Association | Newton CPR Coalition | Mass. Assoc. of Older Americans | Harvard University |
| Interiors by Dominique | Mass. Council of Art | Hospice of the Good Shepherd | Mass. Office of Elder Affairs | Jackson Homestead |
| Janet Lenza Dance Studios | Master Craftsmen Guild of America-Boston Chapter | Well Baby Clinic | Newton Community Service Center | M.I.T. |
| Needham Wallpaper Shop | New England Historical & Genealogical Society | Boston Univ. School of Medicine | Newton Council on Aging | Mass. Assoc. of Community Education |
| Newton Cooperative Bank | Newton Cultural Affairs Commission | Boston VA Hospital | Newton Rec. Dept. | Newton Country Day School of the Sacred Heart |
| Oriental Rugs | Newton Public Libraries | Department of Mental Health, Area Office | Newton Youth Commission | Mass. Child Study Assoc. |
| Publicity Club of Boston | North Atlantic Regional Architectural Division of the National Park Service | Local Convalescent Homes | Nonantum Multi-Service Ctr. | Newton Public Schools |
| Persepolis Oriental Rugs | Peabody Museum | Newton-Wellesley Hospital | Office for Children | Northeastern Univ. |
| WVCB-TV | Cultural Education Collaborative | Univ-Hospital-Home Medical Services | Community Restitution | PTAs |
| Warner Cable Television | Newton Historical Commission | Hebrew Rehabilitation Ctr. | Newton Upper Falls Improvement Assoc. | U. of Mass. |
| Magic Rabbit | Real Paper | Harvard University, Institute for Learning and Retirement | Emerson Day Care | New England Conservatory of Music |
| Mr. Meat | Museum of Fine Arts | Newton Health Department | Newton Guidance Clinic | Solomon Schechter Day School |
| Shear Magic Beauty Shop | Bunker Hill Monument | Boston Hospital for Women | M.S.P.C.A. | Mass. Bureau of Adult Services |
| Riverside Bowling League | New Wrinkle Theatre | Learning for Life Project | Godfrey M. Hyams Charitable Trust | Antioch College |
| Wallpaper Warehouse | Boston Ballet | New England Medical Ctr. | League of Women Voters | U.S.-China Friendship Association |
| Newton-Needham-Wellesley Chamber of Commerce | Newton Art Association | Newton Family Counselling | Grey Panthers | Bowen Nursery School |
| Boston Edison Company | Mass. Foundation for the Humanities and Public Policy | Energy Policy Information Center | Single Parents in Newton | Wellesley Public Schools |
| Boston Gas Company | Cultural Ed. Collab. | Robert F. Kennedy Action Center | | Lexington Public Schools |
| Joy of Movement Center | | Harvard Univ. Medical Center | | Brandeis University |
| The Child Center | | | | METCO |
| Modern Gourmet | | | | Mt. Alvernia Jr. College |
| Newton Cabinet & Furniture | | | | Project Head Start |
| The Timekeepers, Inc. | | | | Lexington Public Schools |
| Getty Oil | | | | Wheelock College |
| Tile International | | | | |
| Rolling Stone Magazine | | | | |
| Dorothy Flynn Dance Studio | | | | |
| Star Market | | | | |

The following case studies demonstrate two successful partnerships involving Newton Community Schools.

### *Enrichment Programs for Seniors*

*In the fall of 1980, senior citizens from the Nonantum Multi-Service Center requested enrichment programs to supplement their existing hot lunch/health maintenance site. A blue-collar, low-income section of Newton,*

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*Nonantum is characterized by a high percentage of Italian-speaking residents over the age of sixty.*

*With these characteristics in mind, this request was referred to the committee of the neighboring Lincoln-Eliot Community School, who in turn, worked with the seniors and staff of the Center and Newton Community Schools to develop relevant programming. By the end of the year, weekly courses in exercise, quilting and calligraphy had been implemented. Plans were also underway to introduce Newton Community Schools' bi-lingual children's theatre group to the Center's program. Course fees were nominal, participation involved both men and women, and courses were scheduled to coincide with weekly Health Maintenance Clinics sponsored by the Newton Health Department.*

### *Combined Communication Services*

*Over the last several months, Newton Community Schools and Newton's Department of Human Services have developed a pilot program designed to increase City-Wide informational services for senior citizens. Twice a year, Newton Community Schools' program catalogue is mailed to all Newton households. Every month, the Department of Human Services publishes a newsletter for seniors which describes available services, and distributes copies to libraries, drop-in centers, and other meeting places. Bi-annually, this newsletter is mailed to all seniors.*

*Following several planning sessions and the approval of the Newton Community Schools Commission and Council, the decision was made to mail the two publications together. Inserted as a supplement to Newton Community Schools' Fall 1981 Catalogue, the newsletter will be distributed with the assistance of Newton's Retired Senior Volunteer Program (R.S.V.P.).*

Both of the above examples demonstrate savings for all departments involved. In the first case, available facilities were matched with services that better utilized those facilities. In the second example administrative procedures were consolidated and seniors were guaranteed of receiving timely, relevant and accurate information. In both of these cases, savings to the involved agencies were considerable.

# VI. Newton Community Schools: The Process, Program and Fiscal Impact

## A. Introduction

Grassroots citizen participation and affordable and accessible educational programming combine to ensure Newton Community Schools' impact on three distinct levels.

The first and most basic level is that of process. As noted earlier, Newton Community School's success is due to the dedication and enthusiasm of hundreds of Newton residents. Locally, these volunteers participate in program determination, implementation and evaluation. By developing these skills, Newton residents have received invaluable training and experience. More importantly, a vehicle that allows citizens to effectively and directly address neighborhood needs has been developed and refined.

This citizen involvement and commitment provides a strong base for the programmatic and fiscal impact of Newton Community Schools. In 1977, approximately 750 programs were provided to over 9,000 participants. By 1981, over 1,300 different activities were utilized by some 14,000 participants.

Increasingly, community education in Newton involves every aspect of the community, from toddlers to senior citizens and from academically gifted students to those with learning difficulties. Programs continually reach across racial and cultural lines and geographic and economic conditions.

As human service providers attempt to increase the quantity and quality of services, they are challenged by increasingly strict budget limitations. Newton Community Schools has addressed this challenge conclusively through extensive volunteerism, careful planning, and extensive collaboration with area agencies. In fact, Newton Community Schools' only financial increase to the City's tax base in the past three years has been the rise in salaries for existing professional staff due to cost-of-living adjustments. Further, Newton Community Schools represents an outstanding cost-efficient delivery system for services that might otherwise face elimination in the future. This positive impact on the local tax base serves as a model for other human service providers.

## B. Impact of the Process

Citizen involvement is the foundation of the Newton Community Schools model. A grassroots orientation has allowed for the creation of leadership and programming that has branched into every neighborhood in Newton. Volunteers have been given the opportunity and training to manage, set policy, develop resources, and design programming for a complex and comprehensive community education network. By receiving support, advice and training from the Community Schools Central Office the volunteer has been empowered with skills that initially benefit community education programming but also extend into all areas of service provision. Having been trained through Newton Community Schools, many volunteers progress to other leadership positions within Newton and professional positions within area service agencies.

The impact of the process touches every step of the community organization effort that is ongoing for Newton Community Schools. Committees are continually being developed, programming is being designed to respond to newly identified needs, constituencies become recognized, coalitions formed, and policy created. Combined, these activities direct the future of Newton's community education programming. At every step of the constantly self-rejuvenating process, volunteers are asked to make the decisions and respond effectively to

neighborhood needs. Recently, all volunteers had the opportunity to participate in workshops on running effective meetings, advocacy, organizing local committees, and public speaking. Community Schools volunteers are empowered with the right to lead and manage by being given access to the tools that help create high quality leadership for the whole community. Clearly, citizen involvement, training, and support are the major ingredients for maintaining a vital and responsive community education program.

Perhaps one of the most important process benefits is that of neighborhood networking. As volunteers become involved in developing programs to meet local needs, they often become recognized as ombudsmen and referral counselors. Community School volunteers learn who does what in both City Hall and the School Department and are able to provide accurate information on municipal operations to their neighbors.

In a recent survey of volunteers, 93% of the respondents felt that Newton Community Schools was an effective vehicle for participating in the community. Ninety-seven percent of the volunteers responding felt that involvement with Newton Community Schools was a beneficial one, and 60% stated that the involvement was very beneficial. Sixty percent of those responding also stated that they had become involved with Newton Community Schools to make a contribution to the community. It is clear that the Newton Community Schools program is perceived as impacting the total community by the volunteer.

The grassroots process fosters an immeasurable but real sense of ownership of the Community Schools program. Citizens feel that the Community Schools activities are theirs, that they exist because of them, not professional service providers. Newton Community Schools, because of its design, is held in the highest regard by both citizens and sympathetic public officials.

In order to keep pace with both the size of the program and needs of the community, Newton Community Schools has recently incorporated a project to develop a long-range organizational planning strategy. In addition to providing volunteers with planning skills, this task will necessarily involve volunteers at all levels of project planning and implementation.

## C. Programmatic Impact

Newton Community Schools' program of direct service provision, resource development and coordination, citizen participation, and training has impacted the neighborhoods, city and region. Newton Community Schools has been most effective in bringing people and organizations together, providing an opportunity for citizen-professional communication, thus responding to broad citizen constituencies.

Newton Community Schools has contributed to maintaining the quality of neighborhood life by identifying and responding to local interests. The precedent for utilizing volunteer leadership and a grassroots style, in combination with the use of extensive training activities and on-site technical support has been the foundation for this community education model. It is the combination of grassroots organization, local control, and professional support, rather than professional determinism, that makes this model unique and capable of replication for many other community service organizations.

The responsiveness of the Newton Community Schools model, based upon programming that is planned, determined, managed, and evaluated by citizen volunteers is exemplified in the results of a Newton Community Schools survey of program participants and registration statistics. The Newton Community Schools program has demonstrated consistent and remarkable growth in every

year examined since 1977. Participation in Community Schools programming grew from 6,149 participants in 1978 to 9,429 in 1979, to 12,626 in 1980, to over 14,000 in 1981. The average annual growth in program registration is over 30%, and indicates the benefits of a wide citizen support base, the value of effective networking, and localized program development. In combination with the steady program growth is the development of the volunteer corps. Since 1978–1979 volunteer involvement has grown by over 300%, and at present includes over 450 Committee members. The number of programs has also increased by over 40% between 1978 and 1981. In summary, annual participant registration, program offerings, and volunteer involvement have shown a strong growth rate in an organization that is minimally staffed and receives, on the average, only 30% of its operating revenues from the City appropriation.

Survey results are very significant when matched with these measures of program participation. Seventy-two percent of the respondents believed that involvement with Newton Community Schools was very beneficial, while over 90% believed that the program was somewhat beneficial or better. Ninety-two percent of those surveyed believed that Newton Community Schools was an effective vehicle for participation in the community. Conclusively, 99% of the respondents believed that the Newton Community Schools program was very beneficial to Newton residents.

Newton Community Schools has also been able to respond to the educational needs of the area by identifying local interests and designing creative responses. These responses range from a series of eight-week courses to a single evening workshop to a full weekend of activities. Many times a neighborhood program will evolve into an ongoing support group such as the case with programming for new mothers and divorced women.

Newton Community Schools' program has effectively responded to the need for lifelong learning opportunities for Newton residents. Presently, over half of the programs offered are geared to adults, reflecting not only demographic changes but also the increased acceptance for adult learning. Ongoing communication exists with all City agencies including the City Executive Office, School Department, Department of Human Services, Recreation Department, Newton Public Library, Department of Planning and Community Development, Newton Building Department, and the Newton Health Department. As a result of these coalitions, Newton Community Schools has identified critical service needs and increased public awareness of available services for citizens of all ages and backgrounds.

Programmatic developments for specific and newly-recognized special interest groups include the following pilot "New Direction" offerings. Significantly the offerings were developed by the particular population segments to fit their partiuclar needs.

Involved area parents identified a need for activities involving pre-schoolers with their parents. In response, local Community School Committees developed and initiated Infant-Development Seminars, Mom-Tot Drop-Ins, Parent-Tot Exercise classes, Post-Partum Adjustment Programs, and Pre-School Movement, Music, and Art Groups. Citizen involvement resulted in Newton Community Schools becoming the first public agency in Newton to provide pre-school programming.

Involved parents of area children and teen-agers have also identified the need for developing extra-curricular activities to reinforce and complement regular K–12 educational programming. Teens needed expanded offerings in

vocational awareness, personal development, and cultural enrichment. During 1979, participation of METCO (a voluntary integration program) and bi-lingual students was successfully encouraged. By coordinating program schedules with the Metco transportation service, local Committees were able to facilitate minority students' program participations. The Lincoln-Eliot Community School developed "Circulo-Italiano", an interdisciplinary study group for Italian speaking students. Group participants, in turn, produced a musical theater production that was performed in Italian churches, rest homes, and fraternal organizations throughout the Newton area.

In the vanguard of service delivery to area special-needs children and youth, Newton Community Schools developed and implemented the first public, after-school activities in Massachusetts for young people with severe multiple handicaps. By recruiting parents of handicapped children on a special planning committee, Newton Community Schools has been able to respond effectively to the needs of this underserviced population. Newton Community Schools' handicapped programming has significantly reinforced and enriched the educational and life experience of this population segment, while also maximizing usage of School Department facilities, services, equipment, and support staff. The Newton Recreation Department, Massachusetts Department of Mental Health, and local charitable foundations have also provided valuable support to this program. Also, the program provides needed respite care services to the families involved.

In response to local concern, Newton Community Schools has significantly expanded programming for women. At the 1980 NCEA Convention Newton Community Schools was cited as an exemplary national model of service for women in community education due to its programming in career re-entry, women's history, and neighborhood networking.

Newton's diverse populations are also effectively represented in Newton Community Schools program offerings. Courses in Italian culture, Chinese, Spanish, Judaica, French, and ethnic culture all bear witness to needs-responsive programming. Newton Community Schools also takes part in issue and resource sharing with the Black Citizens of Newton.

Newton Community Schools has also successfully recruited and involved area senior citizens. Pilot activities for organizing and assisting all-senior planning committees have proved remarkably successful, as evidenced by their replication in several Newton neighborhoods. In Newton Corner, seniors advocated so effectively for their service needs that a full-time Senior Drop-In Center, funded by a Community Development Block Grant to the Department of Human Services, was established at the local elementary school. This model planning process for senior-determined services has proved a valuable mechanism for developing senior programs and in combating prevelant age stereotypes. More than 1,200 seniors utilized Newton Community Schools programs in 1980–81, with some 150 elders donating their time and expertise to local planning committees. This past year, Newton Community Schools' senior adult programming was cited by the U.S. Conference of Mayors as an exemplary model for the development and delivery of senior services.

By providing the resources for citizen involvement and leadership, Newton Community Schools has in effect, guaranteed improved community life. Community Schools' success along all levels of programmatic impact, including program participation, volunteerism, and service innovation has demonstrated that community-based determination of need and programming is flexible and effective.

## D. Fiscal Impact

The true test for determining programmatic impact, and in effect the validtiy of the Newton Community Schools model, rests in the data generated from an extensive financial analysis. Community education demonstrates outstanding potential as an innovative, effective, and economical response to many service demands. The data generated through the analysis of Newton Community Schools' grassroots community education model demonstrates the vast potential of local programming and organizing. This fiscal analysis was conducted in the spirit of reporting to a larger public that may benefit, in both services and cost efficiencies, the Newton Community Schools model.

**(1) Financial Sources and the Budget Process**

Newton Community Schools receives a core appropriation from the municipality, which is split equally between the City and the Newton School Department. This initial appropriation is used to provide core staffing and to generate program registration revenues, membership fees, grants, and other sources of funding. Newton Community Schools, in turn, parallels the method of providing "seed money" by providing yearly challenge grants to each of the local Community School Committees. These challenge grants provide the financial resource for the local Committees and Coordinators to develop and implement programming, which, in turn, generates local revenues necessary to meet direct program costs. Local Committees apply program revenues to their internal operation and return membership revenues to the Central Office to be applied to central operating expenses. Local Coordinators receive a small, yearly stipend of three hundred dollars to assist them with out-of-pocket expenses such as child care, transportation and telephone calls.

The funding process that Newton Community Schools is involved in is unique in many municipalities. In Newton no other service agency receives "seed money" to generate revenues that stay within the program's operating budget. In effect, Newton Community Schools and the local Committees are charged with the responsibility of generating the majority of their operating revenue and managing that revenue internally. Newton Community Schools maintains a high degree of fiscal autonomy because of the use of "seed money", in the same way that the local Committees maintains a high degree of autonomy in both the decision-making process and the use of challenge grants. This funding process, in combination with the grassroots organizational style, completes a model of total participatory management. The sense of program ownership by volunteers has been consistently reinforced by the opportunity of managing Community Schools financial resources. The Coalition for Newton Community Education, a non-profit affiliate organization, also contributes to the financial and programmatic flexibility that is characteristic of the Newton Community Schools model. The Coalition is capable of leveraging funds from private foundations that are typically resistant to providing funding directly to a municipality.

In summary, Newton Community Schools receives a small core appropriation from the municipality ($54,000 for fiscal 1982, split equally between the City and School Department), as well as funds for special projects from the U.S. Department of Education, the Godfrey M. Hyams Trust (a local charitable foundation), the Department of Mental Health, Community Development Block Grant funds, and the Massachusetts Office for Children. Newton Community Schools is responsible for the generation and internal management of revenues that support local community education programming.

The budget process, in both development and management, is a grassroots process. Each local Committee manages their operating budget, the challenge grant, program expenses and revenues, again with the support and advice from Community Schools professional staff. The Newton Community Schools Commission and City-Wide Council form a joint committee each year, and, utilizing the local budget projections, work with the Newton Community Schools Executive Director to establish an overall budget proposal. This joint committee also advocates for funding and negotiates throughout the budget process. At the same time, the Mayor's Office is establishing a recommended budget range for the Community Schools program in consort with Community Schools representatives. The final budget recommendation is then presented to the School Committee, Human Services Committee of the Board of Aldermen, and the Finance Committee of the Board of Aldermen. Each of these committees may reduce, though none can increase, the Community Schools request.

The approved annual budget is based on standard line item accounts separated into two general categories: general administration and community activities. The Newton Community Schools' core appropriation covers the cost of core staff salaries and the neighborhood "seed grants", and is split evenly between City and School Department. As Newton Community Schools is responsible for generating most of their operating revenues internally, and managing the funds internally, the City's responsibility for monitoring the Newton Community Schools' appropriation is minimized.

The discussion of fiscal impact will focus on both the direct and indirect impact of the Newton Community Schools program. Direct impact involves the actual internal exchange of funds, program costs, trends, and the return of funds invested into local challenge grants. Indirect impact is concerned with those benefits or expenses that are not a component of the Newton Community Schools' tactical plan and fiscal management process, though does effect either the program or the City in a secondary way.

**(2) Direct Fiscal Impact**

Newton Community Schools' appropriation accounts for only 6/100 of 1% of Newton's total yearly general appropriation. That revenue accounts for 30% of the Community Schools total operating revenues. The School Department and City each fund 15% of the Newton Community Schools' operating expenses. The trend of municipal support has shown a decrease from providing 37% of the total program revenue in 1980 to a projection of 29% funding for fiscal year 1981–82. During the same time period, registration revenue as a percent of total revenue has remained consistently over 30%, and membership revenue as a percent of total revenue has remained at a 5% level. In 1980 the total appropriation from the City increased by 10% as revenues from registration increased by 20% and membership revenues increased by 12%. For 1982 the City's core appropriation to Community Schools decreased by 12%. In 1981, operating expenses increased by 15% while operating revenues increased by over 20%. Newton Community Schools has been funded at a cost of 7/100 of 1% of the total School Department budget.

The overall cost per service recipient is $11.50. The average cost per City household in Newton Community Schools' annual budget, including self-generated revenues, has gone from $4.25 per household in 1980 to only $4.85 per household in 1981. During the past two years revenues generated per participant increased from $12.50 to $13.00. Staff as a percent of total operating expenses has increased by only 4% in 1980 and 1981, and is projected at the same level of increase for 1982.

The Community Activities section of the Newton Community Schools budget, which includes both the challenge grants to local Committees and the Coordinators' stipend, accounts for generally 50% of the Newton Community Schools total operating expenses. What that funding generates in revenues and membership is by far the most telling statistic of this financial review. In 1981 each dollar of challenge grant funding generated $3.48 of registration revenue. In 1982 that figure is projected to reach the $4.00 level, a 65% increase in the dollar-for-dollar return in that form of local investment. Each dollar of Coordinators' stipend generated $8.65 of revenue in 1980 and $10.44 of revenue in 1981, a 20% increase. Membership revenue generated for each dollar of challenge grant funds invested locally will increase by 80% between fiscal years 1981 and 1982 according to projections. Each dollar of each Coordinators' stipend generated $1.45 of membership revenue in 1980, $1.60 of revenue in 1981, an 11% increase. For full-time permanent staff, each dollar invested showed a return of $1.92 in revenue in 1980, and a return of $2.07 in 1981, a 7% increase. The 1980–81 financial overview of Newton Community Schools is included in Appendix III.

The result of the review of Newton Community Schools' direct fiscal impact demonstrates the following:

- Newton Community Schools generates revenues at a rate of almost 2:1 for each dollar received from the City tax base.
- Newton Community Schools, local challenge grants and Committee networks increase the community's sense of ownership of services and provides an excellent dollar-for-dollar return.
- The organization's expansion is based on increased volunteerism rather than professionalism.
- Newton Community Schools has been able to leverage funding sources typically unaffiliated with City departments by the use of a non-profit feeder organization.
- Newton Community Schools has been responsible to community need to limit program expenses by minimizing expenses and maximizing cost containment strategies.
- Newton Community Schools represents a dynamic and efficient model that has maintained grassroots involvement in both fiscal and programmatic matters.

**(3) Indirect Fiscal Impact**

Newton Community Schools has been able to greatly increase the use of public school facilities by maintaining an active partnership with the School Department, facilitating community access of schools through ongoing coordination with the School Department Office of Support Services. Costs have also been reduced by consolidating facility use with other programs operating at the same time and place. This increased use of public facilities has been of benefit to the School Department by increasing community investment in operating and maintaining these facilities. While it is difficult to establish actual dollar amounts, it is quite certain that Newton Community Schools' use of public facilities has accounted for a decrease in vandalism while improving the image of local neighborhoods and the City itself.

Newton Community Schools' program, both in specific programming and in the opportunity for volunteer determinism, contributes to the positive image of Newton being a progressive community and a positive area to live in. It is also difficult to establish the fiscal impact of the training Newton Community Schools provides to the volunteers who contribute over 80,000 hours per year, to Newton and the community education program.

By consistently looking for opportunities to develop joint programming and enter into collaborative planning with other service providers, many new innovative programs are being offered that would not be reflected in the financial statements of either Newton Community Schools or the collaborating agencies.

While Newton Community Schools involves many local Committees and volunteers in the budget process and the management of funds, accurate financial data does exist and is shared with the volunteer leadership on an ongoing basis. Not only has Newton Community Schools been able to manage funds in a highly professional manner, but also has done so in a grassroots organization managed by volunteers; passing on excellent management skills to those that both need the services and invest in the program through their time, taxes and registration fees. The Newton Community Schools model is an example of positive interaction between professionals and citizens in all levels of program management. From the local Committees to the budget hearings with the Board of Alderman and the School Committee, Newton Community Schools is a conduit through which citizens enter into pro-active partnership, for the delivery of local community educational services, with Community Schools staff, the City, the School Department and other service providers.

## VII. Summary

The intent of *Programmatic and Fiscal Impact* was to present a descriptive and technical accounting of a particular model of community education programs and processes so that its benefits could be considered by professionals, civic leaders, and concerned citizens. The Newton Community Schools model cannot be considered as a grouping of separate operational entities — the budget process apart from the use of local Committees and Coordinators, or the small amount of professional staff distinct from the extensive use of training and on-site consultation. The model is a coordinated network of central and local activities.

When Newton Community Schools began, the actors, environment, resources, organizational structure, and local needs were closely examined in light of the goal for developing a grassroots organization that could remain flexible in responding to neighborhood needs. During the initial stage of program and organizational development, Newton Community Schools greatly benefitted from the concept of tapping other organizations that employed a citizen participation component, especially Parent Teacher Associations, civic and religious organizations.

Today, Newton Community Schools embraces a variety of "shared images," ideals and concepts that, while idealistic and at times difficult to assess, are difficult to argue against. These "shared images" include such ideas as democratic decision-making, citizen determination of local programming, life-long learning, maintaining a cost-efficient organization, and responding to the total community as part of the organization's design. Newton Community Schools incorporates many "shared images" among its organizational goals and has developed a support network of volunteers, service professionals, and community leadership that have mobilized around these aspects of improved neighborhood living.

During the process of mobilizing to respond to these "shared images" the Newton Community Schools program identified the community's greatest

resource: the energy of neighborhood people that sought to benefit the community by augmenting City services with dynamic community education programming. This resource of involved community people was then matched with opportunies for local service determination, policy creation, and management. The opportunity to direct a comprehensive community education program has fueled new involvements by many individuals and interest groups benefiting both the service recipients and the organization. Such widespread involvements have created an emotional environment conducive to feelings of community and personal worth.

Local decision-making and volunteer training has led to the natural and cost-efficient development of both programs and leadership. A major aspect of the Newton Community Schools model is the ability to manage this growth and provide new leadership opportunities so that citizen participation is self-renewed. By addressing the needs of special needs children and their families, new leadership was developed, both for impacting the issue of special needs children and fueling the Community Schools network with fresh outlooks and energy. Identifying new constituencies and interest groups, and, in turn, offering a forum for involvement, is vital to the Newton Community Schools model.

The message in *Programmatic and Fiscal Impact* speaks to the need for quality provision of social services in a cost-efficient manner. The Newton Community Schools model should be seen as one total package, a comprehensive network that responds to neighborhood, family, and individual needs. Each component of the Newton Community Schools model — budget process, training, decision-making, the use of challenge grants, internal management of funds, and the emphasis on cooperative planning efforts — live together and are integrated by the Central Office staff to complete a cycle of empowering local leadership to make creative and effective decisions. The future of community education and all human services lies in such empowerment.

## Appendix — List of Contents

1. Ordinance
2. Newton Community Schools Program Typology
3. Annual Financial Statement, 1980–81
4. Samples training tip sheet

### CITY OF NEWTON
### IN BOARD OF ALDERMEN

**December 17, 1973**

**ORDINANCE NO. 617**

BE IT ORDAINED THAT THE REVISED ORDINANCES OF THE CITY OF NEWTON ARE AMENDED BY ADDING THE FOLLOWING:

Article XXXII. *COMMUNITY SCHOOLS COMMISSION*

Section 1. — Purpose, Composition, Appointment of Members, Chairman, Powers, and Duties.

(a) The Community Schools Programs shall be designed to transform the traditional role of the neighborhood school into that of a total community center for people of all ages and backgrounds operating extensively throughout the year. These programs are intended to coordinate community efforts to provide educational, recreational, and a variety of other community and social services to residents of all age groups in the community.

(b) There shall be a Community Schools Commission to carry out the provisions of this Article. The Commission shall consist of nine (9) voting members, who shall serve without compensation. With the exception of specifically named appointments, all members of the Community Schools Commission shall be residents of the City of Newton. One (1) member shall be the Director of Human Resources. One (1) member shall be appointed by the Mayor without approval of the Board of Aldermen. Two (2) members shall be appointed by the President of the Board of Aldermen, subject to the approval of the Board of Aldermen. Two (2) members shall be appointed by the Chairman of the School Committee, subject to the approval of the School Committee. One (1) member shall be appointed by the Chairman of the Recreation Commission, subject to the approval of the Recreation Commission. One (1) member shall be appointed by the Community Schools Council. The ninth member shall be the Superintendent of Schools. If the Superintendent of Schools does not desire to serve, he shall appoint a member of the School Department staff to serve in his place, said appointment to be subject to the approval of the School Committee.

(c) The terms of all members of the Commission with the exception of the Director of Human Resources and the Superintendent of Schools shall be co-terminus with the appointing authority, except that a member many continue to serve until his successor has been appointed. With the exception of the Director of Human Resources and the Superintendent of Schools, a member may be removed without cause by the appointing authority with the concurrence of a majority vote of the body that approved the initial appointment, as stipulated in paragraph (b) above. Vacancies shall be filled for the period of the unexpired term in the same manner as for the original appointments.

(d) The Commission shall annually elect one of its members as chairman, and it may elect other such officers from among its members and adopt such rules and regulations or procedures as it may deem necessary.

A majority of the members of the Commission shall be sufficient for the transaction of the Commission's business. The Commission shall issue a report no less than semi-annually on its activities and expenditures to each of the appointing authorities.

(e) Each year the Commission shall submit to the Mayor and the School Committee a formal budget for the operation of the Community Schools Program during the ensuing municipal fiscal year. Prior thereto, a preliminary budget shall be prepared consistent with the approved budgetary format and shall be submitted to the Mayor, the Board of Aldermen and the School Committee concurrently. This budget shall be coordinated with all concerned sufficiently in advance of its formal submission so that it may be reviewed and revised in accordance with their joint recommendations. It is the intent that the revised budget will be approved by appropriations in equal shares from the municipal General Government and School Department budgets. The Commission may expend such monies that are duly appropriated in the Community Schools Commission budget as well as sums received as grants and gifts. The Commission shall have the authority to solicit grants and accept gifts which shall be deposited with the City Treasurer and maintained in separate accounts. The Commission shall have the authority to establish guidelines for award of grants to enable deserving residents to attend the Community Schools Program in Newton, and to award such grants limited to residents of the City of Newton and by available funds. The Commission shall have such powers and duties as are required to administer and operate these programs, to provide staff, to establish general policy, and to set guidelines for the scheduling, development of programs, and administration of the Community Schools Programs, including the setting of a scale of fees, such fees, when collected, shall be deposited into the City Treasury.

(f) The Community Schools Commission shall continually coordinate its activities and develop programs with the Newton Recreation Commission where pertinent to recreational activities. Programs of the Community Schools shall not be established so as to supplant or preclude the Recreation Department's use of the schools, in particular gyms, swimming pools, and other indoor sports facilities and outdoor playground areas.

Section 2. — Community Schools Council

(a) The Community Schools Council shall consist of one (1) delegate from each Community School, said delegate to be selected by the individual Community School, in a manner acceptable to the Community Schools Commission.

(b) The Council shall annually elect by majority vote of all of its qualified delegates a member of the Community Schools Commission.

(c) The Council shall annually elect one of its members as chairman and it may elect other such officers from among its members and adopt such rules and regulations or procedures as it may deem necessary. A majority of the members of the Council shall be sufficient for the transaction of the Council's business. The Council shall issue a report not less than semi-annually on its activities and expenditures.

(d) The Community Schools Council shall receive all requests for funds from the individual community schools and shall screen and review such requests within budgetary and program constraint established by the Commission, and shall forward their recommendations on programs and allocation of funds to the Commission. In addition, the Council shall advise the Commission on the implementation of its guidelines, the planning of programs, the development of resource material, the setting of fees, the disposition of grants and gifts, and shall serve as a forum for the exchange of information concerning community schools. Original Community Schools Council appointments shall be for the balance of the academic year in which thir ordinance is enacted. Subsequent appointments shall be for a period of one (1) academic year from July 1st to June 30th.

Those provisions of the ordinance relating to preparation and submission of a budget by the Commission shall not take effect until the budget to be submitted for the fiscal year starting July 1, 1975.

Approved as to legal form and character:

City Solicitor
Under Suspension of Rules
Readings Waived & Passed to be Ordained
20 Yeas 4 Absent (Ald. Barkin, Lipof, Magni and Small)

(Sgd) JOSEPH H. KARLIN City Clerk

EXECUTIVE DEPARTMENT

Approved Dec. 19, 1973

(Sgd) ELIOT K. COHEN Acting Mayor

# APPENDIX II

## Newton Community Schools Program Typology

**Offerings in:**

I. Education
II. Culture
  A. Arts, Drama, Music
  B. Movement and Dance
III. Health
IV. Leisure Learning
  A. Cooking
  B. Crafts and Hobbies
  C. Games and Sports

**Offerings for Special Concerns:**

V. Preschool and Parenting Programs
VI. Senior Adult Programs
VII. Teen Programs
VIII. Community School Programs for Special Needs and the Multiply Handicapped
IX. Mental Health and Other Special Interest Programs

**I. Educational Offerings**

American Voting Trends
Astrology
Astronomy
Bestsellers
Bees
Black Africa
Buying a Home
Children's Literature
Beginning Chinese
Advanced Chinese
Introduction to Computers
Consumerism
Electrical and Mechanical Workshop
Energy Conservation
Ethnic Studies
Exploring Autumn
Film Appreciation
Film
Financial Planning
French
Frustrated Writers
Fun and Fable
Creative Books Discussion Group
Guide to Pet Ownership
Income Tax
Interior Design
Investments
Beginning Italian Culture and Language
Advanced Italian Culture and Language
Jazz Appreciation
Math Club
Meteorology
Nature Study
Study of the Occult
Oceanography
Pet Care
Photography
Plato
Philosophical Paradoxes
Public Speaking
Railroads and Trolleys
Effective Reading
Reading for Adults
Science
Science Fiction
Shakespearean Drama
Sight and Sound
Snakes
Spanish I, II
Stock Market
Theatre
Typing
TV Workshop
West African Culture
Women in Literature

**II. Cultural Offerings**

*A. Arts, Drama, Music*

Acting
Arts — Antiques
World's Great Art
Architectural History
Auburndale Tour
Basically Beethoven
Black Africa
Broadway Musicals

Beginning Calligraphy
Boston Ballet Trip
Boston Museum of Fine Arts Trip
Advanced Calligraphy
Cartooning and Puppetry
Ceramics
Circus Arts
Clown Performance and Workshop
Creative Dramatics
Drawing
Beginning Folk Guitar
Intermediate Folk Guitar
Magic, Puppetry and Ventriloquism
Micronesia
Mime
Moving Into and Out of Boston
Music and Drama
Music and Movement
Music Appreciation
Musical Performances by the New England Conservatory of Music
Newton's Vanishing Heritage
Oil Painting
Oriental Rugs
Basic Photography
Cameraless Photography
Poetry
Pottery
Puppetry
Introduction to Soprano Recorder
Singing
Theatre I, II
Travelogue
Vocal Music
Watercolor and Acrylics
Working with Clay
Villages of Newton

*B. Movement and Dance*

Aerobics
Ballet I, II
Ballroom Dancing
Bellydancing
Chinese Dance
Creative Movement
Disco Dancing
Disco and Jazz Dancing
Exercise
Folk Dancing
Folk Dancing and Play Parties
Jazz Dance
Modern Dance
Slimnastics
Square Dancing
Tap Dancing

**III. Health**

Air Pollution
Assertiveness Training
The Body in Health and Disease
Cancer Detection
CPR
Creative Movement for Self-Awareness
Discussion Group for Parents of Young Teens
Exercise and Body Shaping
Exercise/Conditioning
Exercise and Diet Club
Exercise for Senior Citizens and Those with Health and Physical Problems
First Aid
Hair
Hospice
Jogging Clinic
Life Course
Lo-Cal Gourmet
Make-Over, Shape-Over
Nutrition — A Survival Course
Parenting Children with Learning Disabilities
People in Transition: Moving
Preparation for Childbirth
Sign Language
Slimnastics Exercises
Stop Smoking
The Total Look
What Will You Be Doing in 5 Years
Women's Discussion Group
Workshop in Personal Communication
Beginning Yoga
Fun with Yoga

**IV. Leisure Learning**

*A. Cooking*

Baking Challah
Breadmaking
Cake Decorating
Cantonese Cooking
Chinese Cooking
Chocolate
Cooking
Desserts
Ethnic Cooking
Food Processor Hors D'Oeuvres
Friday Night Supper
Constructing a Gingerbread House
Gourmet Appetizers
Great Cookie Caper
International Cooking
Italian Cooking
No-Cook Cooking
Oriental Cooking
Party Trays
Peruvian Cooking
Phillippino Cooking
Pie Pastry Workshop
Soup
The Ultimate Chocolate Dessert
Vegetarian Cooking
Winetasting

*B. Crafts and Hobbies*

Arts and Crafts
Batik
Beginning Crocheting
Crafts Fair
Doll-House Construction
Embroidery
English Smocking
Fabric Printing
Flower Arrangement
Framing
Furniture Refinishing
Glass Cutting
Handyman's Workshop
Hobby
Holiday Ornaments
Home Repair
Houseplants
Ikebana
Kite Making
Macrame
Multi-Craft Workshop
Needlepoint
Origami
Patchwork
Pattern Construction
Five Hour Pillow
Plants
Printmaking
Beginning Quilting
Intermediate Quilting
Quilting Bee
Rug Hooking
Beginning Sewing
Silkscreening
Spinning
Stained Glass
Wallpapering and Home Design
Introduction to Weaving
Weaving off the Loom
Contemporary Weaving
Woodworking

*C. Games and Sports*

Backgammon
Basketball
Baton
Bowling
Bridge
Canoeing
Beginning Chess
Indian Games
Intermediate Chess
Fly-tying
Gymnastics
Karate
Open Gym
Halloween Party
Indoor Sports
Men's Night Gym
North American Indian Games
Parent/Child Games Night
Parent/Child Sports
Poker and Pinochle
Self-Defense for Women
Sports Night
Strategic Games
X-Country Skiing
Volleyball

**V. PreSchool and Parenting Programs**

Children, the Challenge
Discussion Group for Parents of Young Teens
Issues in Parenting
Infant Development and Post-partum Adjustment
Infants and Parents
Moms and Tots Art
Mothers' Drop-In
Parents' Guide to Special Needs
Parent/Child Game Night
Parent/Child Sports
PreSchool Drop-In Center
PreSchool Potpourri
Story Hour I, II
The Two Year Old Experience
Thursday Morning is For Moms

**VI. Senior Adult Programs**

Bridge and Games
Concerns of Aging Conference
Exercise for Seniors
Health Maintenance Clinics
Creative Aging — A Special Event
Lifetime Learning
  American Studies
  Nutrition
  Greek Writers
  Poetry
  Understanding the Law
  Great Decisions
  World Religions Today
  Politics in the 80's
Oak Hill Park Leisure Group
Upper Falls Sr. Activity Series
Crafts Potpourri
Knitting
Newton Centre Discussion Group
Giftmaking Workshop:
  Stuffed Animals
Fashions for Seniors
Beginning Quiltmaking
Dance
Exercise for Seniors
Homemade Gifts
Intermediate Calligraphy
New Artists Fun-Shop
Precious Gifts
Lower Falls Friendship Center

**VII. Teen Offerings**

Acting Workshop
Babysitting Clinic
Basic Photography for Teens
CPR
Disco Dancing
Film-Making
Hot Gorilla-Experience in Magazine and Media
Introduction to TV
Issues: Male/Female Relationships
Jogging
Mime
Modern Dance and Jazz
Photo-Journalism Workshop
Radio Broadcasting
Singing in Harmony
Teen Recreation

**VIII. Community School Programs for Special Needs and the Multiply Handicapped**

Activity Days
Art Therapy
Arts and Crafts
Camp Out at Plum Island
Dance Therapy
Disco
Drop-In Center
Expressive Therapies
Field Trips
Square Dancing
Tape Session
Theatre
Yoga

**IX. Mental Health and Other Special Interest Offerings**

Assertiveness Training
Body Awareness Through Massage
Contemporary Psychology
Contemporary Sports
Cybernetics
Forum on Nuclear Energy
Forum on the Future of Newton
Hospice
Issues in Male/Female Relationships
Journals
Living in a Single Parent Family
Meditation
Mid-life Career Transition
Single Parent Discussion Group

# APPENDIX III
# NEWTON COMMUNITY SCHOOLS
## Fiscal 1981 Budget

| | |
|---|---|
| **OPERATING EXPENSES** | |
| *General Support* | |
| Permanent Full-Time | 30,243 |
| Car Allowance | 1,043 |
| Prof. & Technical | 974 |
| Postage | 460 |
| Printing | 1,875 |
| Repair & Service of Equipment | 77 |
| Office Supplies | 1,100 |
| Dues, Subscriptions, Memb. | 282 |
| Insurance | 462 |
| Advertising | 523 |
| Office Equipment | 404 |
| Out-of-State Travel | 1,069 |
| Total General Support | 38,512 |
| *Community Activities* | |
| Rental Space | 100 |
| Consultants (Program Personnel) | 65,661 |
| Custodians | 5,700 |
| Photography | 157 |
| Postage | 2,022 |
| Printing | 11,160 |
| Rentals: Vehicles | 1,480 |
| Program Supplies | 198 |
| Total Community Activities | 86,478 |
| *Federal Grant Activities* | |
| Personnel | 35,640 |
| Consultants & Evaluation | 900 |
| Dissemination | 2,843 |
| Total Federal Grant Activities | 39,383 |
| *Coalition for Newton Community Education, Inc.* | |
| Personnel (Handicapped Therapists) | 6,750 |
| TOTAL OPERATING EXPENSES | 171,123 |
| **REVENUE** | |
| Appropriation (School & City, combined) | 61,502 |
| Registration Revenue | 51,845 |
| Membership Revenue | 9,643 |
| Community Development Block Grant | 2,000 |
| Federal Community Education Grant | 39,383 |
| Coalition for Newton Community Education | 6,750 |
| $5,000 Godfrey M. Hyams Trust | |
| 1,500 Department of Mental Health | |
| 250 Personal Contributions | |
| TOTAL REVENUE | 171,123 |

# Appendix IV

## Tip Sheet on Public Speaking

At the February City-Wide Council Meeting, a Public Speaking Workshop was led by Jane Bachner, director of Speaking Up, a consulting firm specializing in public speaking skills for women. In addition, Jane is co-author of *Speaking Up*, a book which deals with the same issue and from which excerpts are quoted in this write-up. This book will be available shortly in your Resource Library at the central office. This workshop was made possible through the Training Grant from the Massachusetts Department of Education.

After an opening presentation, Jane facilitated several small groups that focused on one-minute, self-introductory speeches by all members. Each speech was then critiqued by all participating members of the group, including the speaker. The following are highlights of the workshop:

**OPENING PRESENTATION**

Dealing with fears of public speaking is an important step towards overcoming traditional socialization for women. The nervous system is the greatest barrier towards managing one's fears. The best remedy is practice, practice, practice.

**CONCERNS OF THE COUNCIL RE PUBLIC SPEAKING**

- — Having good eye contact.
- — Overcoming fear of inequality and powerlessness with other members of a group.
- — Difficulty in speaking to semi-hostile audience.
- — Unexpected questions throwing you.
- — Being put on the spot.
- — Having blank time.
- — Having to do impromptu speaking.
- — Overtalking; when should you stop.
- — Possibility of failure; afraid of making a mistake.

**SMALL GROUP PRESENTATIONS**

*Points to look for in each Speaker*

- — Is she concise.
- — Is she at ease.
- — Audibility.
- — Mannerisms.
- — Eye contact.
- — NO apologetic statements.

*How to approach Speech*

- — Stand up; gives you a boost.
- — Don't cast eyes up.
- — No shuffling.
- — Don't talk longer than necessary.
- — There is no need to be defensive.

**USEFUL STRATEGIES AND MECHANICS FOR MANAGING ONE'S FEARS**

- — Speak loudly.

  "If nobody can hear you, you can't be held accountable for what you say. Low volume not only suggests low energy, low enthusiasm and weariness, it also suggests powerlessness."

- — Be concise; do your homework; know your subject!
- — Have good eye contact: Look people in the eye; hold your gaze until you get a response; then turn to someone else for a response.
- — Body Language:

  — Show good posture; stand up *straight*, hold your head up *straight*. TAKE COMMAND . . . with both feet on the floor, arms at your sides, ready for anything?

  "If you behave in a powerless way, this perpetuates a powerless stature. Being powerful changes status . . . changing behavior makes you feel better."

- — Be careful of peculiar jestures and distracting movements.
- — Don't fidget.
- — Have self-awareness. Become more aware of your capabilities. Find our what you are good at; have confidence in being right and in becoming more assertive.

"Self-awareness for women has been equated with 'selfishness' and therefore has been taboo (except for awareness of personal appearance, especially negative awareness of pimples, pounds and gray hair)."

— Don't drink before a presentation; you will only phase out.

— No drugs; nothing is worse than a tranquil speaker.

— Don't overtalk. Make your point and wait . . . It's harder, but you will learn to live with the silence. You will become more effective and will gain more self-confidence.

— If you are confronting a hostile audience, play to people who are listening through eye contact.

— *No apologies*

— *Physical:* Avoid shrugging, hunching, casting eyes up, shuffling.

— *Verbal:* Avoid giggling and nervous laughing; they are apologies for speaking. Avoid nervous apologetic statements, such as "Sorry I'm late," "Excuse me." Avoid demeaning, apologetic statements, such as ". . . little something to say," "I kind of think," "I really, really, think . . ." ". . . few words to say," etc.

Don't end a sentence with a rising inflection; indicates uncertainty.

Don't forget a word and then fill up the silence that follows with apologies.

If you make a mistake or lose your train of thought, don't apologize. Pause, get control, and begin talking again.

"If you have absolutely no time to prepare and go completely blank, smile and say, 'I have gone completely blank.' "

— Avoid overworked cliches.

— Become more aware of role models in Public Speaking. Identifying with female speakers whom you admire can help you decide what traits and styles might be good for you to emulate.

"Without lots of models to observe and learn from, more or less teach themselves speaking skills."

**CONCLUSION**

— Practice out loud.

— Work on being polished.

— Feel good about yourself; don't always feel as though something needs to be improved. Show self-confidence by getting up, speaking and doing your best.

— Remember, the emotional reaction you have to an audience is not always panic.

"There is a tremendous difference between the excitement that motivates an effort and stage fright, although the physical manifestations are similar or identical (e.g., perspiration, tremors). . . . The audience is just people. A speech is just talking."

— Most importantly, Take command and PRACTICE . . . PRACTICE . . . PRACTICE.

If you have any suggestions for future workshops, please contact Joey Baron or Lindra Best at 552-7117.

## For Additional Information

Newton Community Schools welcomes your comments on this publication. We are particularly interested in the following areas:

Was information presented clearly?
Was adequate information provided?
What sections were most helpful to you?
What other topics would you have found valuable?

Further, Newton Community Schools has three other publications available for distribution at a small fee of $4.00 per copy. Orders of ten or more booklets receive a 25% discount. Payment should be made out to the "Coalition for Newton Community Education, Inc."

*Organizing a Community School: A Primer for Citizens* (1980)
a general overview of the dynamics and strategies citizens can utilize in developing a community education program.

*Training Volunteers in Community Education* (1979)
a handbook for staff in community decision-making settings.

*Making It Work* (1978)
the organization handbook provided to NCS volunteer Coordinators and Committee Members.

We look forward to hearing from you.

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